# Christian EDUCATION MAGAZINE

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HAS METHODISM AN ADEQUATE PHILOSOPHY FOR ITS COLLEGE PROGRAM?

May-June, 1939

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SPECIAL DEPARTMENTS



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# Wanted: More Methodist Students in Methodist Colleges

Let's be realistic. Our church colleges need and deserve more generous patronage from our church people. Furthermore, the Church needs the leadership and influence which the church colleges are in position to give but which they can deliver only in proportion as attendance of Methodist students permits.

The trend of Methodist enrolments in our colleges is frankly disturbing. Ten years ago the percentage of Methodist students in twelve of our typical colleges was 65.8; today in the same twelve colleges the percentage of Methodist students is only 54.5. Only about one Methodist student in five attends a Methodist college while the other four are to be found in tax-supported or privately endowed institutions.

Furthermore, the alumni of any college exercise a strong voice in its control; in fact they usually wield the balance of power in the determination of its policies. In the light of current patronage trends this fact holds possibilities of ominous significance.

Add to the above the severe competition for students which is met at the hands of public institutions. With increased federal funds pouring into the coffers of tax-supported colleges and with these funds tending to be apportioned and distributed on a per student basis each state institution is more zealous than ever before in its efforts to recruit each year a larger student body than it enrolled the year before.

Another factor just entering the picture is the marked reduction in the rate of increase of our general population and the consequent tendency of school enrolments to level off or even to record declines instead of following the steadily rising curve of past decades. With fewer potential college students in the land it is not to be supposed that future years will show a decrease in the competitive activities of schools endeavoring to maintain or boost enrolment levels.

This is in no sense a plea for the church college as an end within itself; neither is it a plea that it become a narrowly denominational institution. It is only a plea for church support in order that it may the better serve the Church and the great purposes of the Kingdom. Is it out of place, then, to suggest that at this season when countless high school seniors are receiving their diplomas and when they are receptive as at no other time to sug-

gestions relating to their further educational plans, a rare opportunity is open to pastors and church school officers? Surely no church in our connection could do better than to concern itself seriously and diligently in an effort to steer the finest of its high school graduates to some outstanding college of our Church.

B. M. M.

#### Toward a Better Educational Philosophy

In one of the articles contained in this issue, Christian Education Magazine is seeking to direct the thoughts of its readers to the undergirding philosophy of the Church's program of higher education. This article is the first of a contemplated series which in the judgment of the

editors will provide a timely emphasis.

In the first place the general trend of popular thinking seems to be bearing more toward the philosophical than it has for many years. The literature of the day deals extensively with current theories of man's raison d'etre and certain recent non-technical books on practical psychology and religion have rung up enormous sales. The man on the street, meantime, is groping for a reasoned faith and for some wholly valid tenets into which he may with confidence sink his anchor; while college students and other thoughtful young people are, in increasing numbers and without apology, striving to hammer out philosophies of life adequate to their needs. In a day of philosophical readjustments the philosophy of Christian education should not be neglected.

In the second place the consummation of church union will necessitate a re-thinking of our educational philosophy. The combined college program will be much larger than that of any single branch of the Church and its very magnitude will call for constructive policies predicated upon a philosophy which is basically sound. A condition fraught with more potential urgency than the mere magnitude of the program, however, grows out of the varied theories and viewpoints represented in the respective college policies of the three uniting groups. Obviously each of these viewpoints is entitled to full consideration but all should be re-studied, evaluated.

harmonized.

For the above and other reasons a thorough re-thinking of educational beliefs and procedures seems to be in order. Hoping to promote that end, Christian Education Magazine presents in these pages excerpts from certain statements relating generally to our educational philosophy. In succeeding issues the magazine hopes to carry several articles on the general philosophy of education from the pens of leading educators within and without the various branches of Methodism. Also on the schedule is an accompanying series dealing with the philosophy underlying the major areas of the liberal arts curriculum.

Christian Education Magazine is hopeful the articles may contribute to a clarifying and strengthening of the philosophy upon which the college program of united Methodism will be projected. B. M. M.

For unavoidable reasons the March-April number (volume XXIX, number 2) of Christian Education Magazine was not issued in March, 1939.

### "The Church and Its College Job"

W. M. ALEXANDER

I

Our Colleges Carry On

Of the truly great benefactions made to any Church enterprise in recent years the gift of Mr. James B. Duke to the University which bears his name, is exceptionally noteworthy. In making this bequest Mr. Duke states: "I have observed that other institutions change, but the Church abides. I am, therefore, going to make my future contributions through the Church." The point which captivates our attention here is the evident firm conviction of this benefactor that the perpetuity of the Church in carrying forward its certain mission in otherwise uncertain world, merits the highest devotion of those who would perceive the values in our civilization that are eternal.

The Church has many agencies and channels for the implementation of its message and ministries. America, and especially in American Methodism, it has found the Christian college to be one of its most useful and indispensable agencies of service. The very fact that literally hundreds of Church schools and colleges of various kinds have lived and served well their day, though scores of them have been closed or have merged their services into a changing educational order, points to the place inherently belonging to these institutions in the ongoing Christian program. Add to this the further fact that while Church colleges have become fewer, in the main they have grown much stronger and have developed a prestige in the current educational and religious field which is unsurpassed in their history. The conclusion, therefore, seems inevitable that there is inherent in the very nature of the Church college values which not only have survived, but will continue to survive every effort to ignore or to supplant them. They have demonstrated an astonishing will to live and carry on their divinely appointed task.

## Encouraging Financial Achievements

Within recent weeks the Department of Schools and Colleges has had occasion to check with each of our educational institutions concerning (1) the indebtedness which has been paid or otherwise satisfied, (2) the amount raised and expended for new buildings and equipment, and (3) the additions to endowment funds. This brief study covered a period of four years, 1935 to 1939. In 1935 the Church was operating 54 institutions. The combined indebtedness was \$5,711,586. Their combined assets totaled \$110,308,-533. At the present time the 48 institutions operated by the Church have an indebtedness of something like \$2,500,000. Their total assets amount to approximately \$122,925,-331.48. This shows a net gain for our present group of institutions of \$12,300,000.00. Putting it another way, and leaving the six schools that have been merged out of consideration, the 48 schools, colleges and universities which remain are something like \$20,000,000 better off than they were four years ago. While it is true that the chief gains in assets have been made by our three universities, practically all of our colleges have shared to a greater or less extent in this financial improvement,

#### The Will to Improve

No one would care to boast unduly about improvements that have been made in the Church's attitudes and policies touching its colleges, vet, it is gratifying to note that almost continuous, and for the most part definitely constructive progress has been made in improving the service rendered by them. nearly five decades each succeeding General Conference has given faithful attention to the status of our colleges and the quality of their work. From 1898 until 1926, "The Commission on Education," created and continued by General Conference action, gave almost constant consideration to our whole college procedure. The Commission focussed its attention largely upon the classification of our colleges, their academic standing, sound financial policies and procedures and their relationship and service responsibility to society and to the Church. The unquestioned prestige of our Southern Methodist colleges in the educational and religious field at the present moment is due in no small measure to the constructive policies promoted by this Commission.

Since 1930 our Church, through "The Commission on College Policy" has redoubled its efforts in establishing policies for our institutions that will make them more effective in their service, and at the same time enhance their leadership prestige both in the field of Education and of Religion. The aim of maintaining "Genuine Colleges. Genuinely Christian," has become the Church's watchword in its college program. Notable progress has been made toward the achievement of this goal, as well as toward the realization of a system of colleges for the Church which are strategically located, ably manned. well endowed, and satisfactorily equipped.

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#### The Job Immediately Ahead

Methodist Union is now the absorbing theme of American Methodism. The mind and heart of the Church are turning eagerly to the solution of the problems involved. Hopefully we face the days immediately ahead when a united Church shall be privileged to marshall its strength behind our many enterprises with a vigor that has been unparalleled hitherto. Among these most worthy enterprises needing the Church's immediate attention are our Christian colleges, and especially is this true of those in the socalled border states. For something like ten decades the three uniting Churches have gone their separate ways in college work, as well as in other matters. Different traditions, policies and procedures naturally have developed. These now must be brought into that harmony and common understanding which is consistent with the best interests of our providentially uniting Method-In the central and deep North, as well as in the central and deep South, our colleges will not likely experience the need of much adjustment. Their problems, service and policies will likely continue much as they are now. They will simply be brought into the larger association of all Methodist colleges with their individual and common interests existing and being cared for very much as before.

In some states, as Kentucky, West Virginia, Tennessee, Missouri, North Carolina, Alabama, Michigan, etc., in certain instances two and in others all three of our uniting Methodisms have been maintaining colleges. Some of these institutions are bona fide educational enter-

prises. Others have been looked upon as largely missionary in character, and for that reason have been receiving liberal help from sources outside their immediate territories Perhaps in some instances, this latter policy should continue. In some others, however, such a policy with union consummated will need to be shifted to meet changing conditions. For several quadrenniums, the policy of our Church has been definitely moving toward the goal pointedly clarified by the General Conference of 1934 in its unqualified commitment to "fewer and stronger colleges, strategically located." United Methodism decides to adopt and pursue this policy, a patient and statesmanlike handling of our border college problems will be necessary. Rational considerations, rather than emotional reactions alone will need to characterize our procedure, if these problems are to be met with fairness to the Church as a whole as well as to any given college that may be directly involved.

#### Continuously Re-defining the Job

While colleges, more than most institutions, are deeply rooted in all that has gone before, their ability to adapt themselves to rapid educational changes is but little short of amazing. In this respect Church colleges have been as ready and as able to make the necessary adaptations as have non-Church institu-They have been quick "to serve the present age" in furnishing their share of its ablest leadership, no matter when that age has and what kaleidoscopic changes it has faced. A chief factor in these adjustments to new needs is the willingness of the colleges to undergo almost continuous re-appraisals of their aim and work. In fact, the colleges have been their own severest critics-and the sanest

as well. As long as such a practice obtains, their virility and indispensable worth are assured. And, more than any other type of institution it should be said of our Church colleges that they are critically and continuously passing the validity and effectiveness of their work under review. This they are compelled to do for they must win or lose almost wholly on the quality of their finished product. Though many of them possess considerable endowment, as a group they cannot live by their endowment funds alone. They must look to other sources for the financial support necessary to carry on; such as student fees, the more or less regular gifts of interested friends, wills, etc. It is not strange, therefore, that the three branches of our uniting Methodism have been almost continuously and sometimes severely critical in their re-study of the distinctive functions of their own colleges. It is by this type of sincere re-appraisal and continuous readjustment that these institutions have reached and now hold the educational prestige which is theirs.

#### Church Ownership and Control

Perhaps at no point is there less clarity of thinking than in this matter of the degree of Church ownership and control which is at once mutually beneficial to our colleges and to the Church sponsoring them. In the Southern Church for the most part our educational institutions operate under charters that clearly indicate Church ownership. The close relationship existing between our colleges and the Church seems to be genuinely acceptable to the colleges and to the Church alike. There is a mutual service and responsibility regarded by both as highly valuable. It is true that the Church has not contributed to the

colleges directly all the financial resources needed, but it is not to be forgotten that in most cases the funds coming to them, even if coming apparently from extra-Church sources, have been given because of their direct Church connections. It is to be noted, also, that the Church trusts its colleges more than formerlv. Verv seldom now does any overzealous Church member, or group of members, desire to create an investigating committee to bring some progressively-minded college on the carpet. A more understanding and sympathetic spirit seems to obtain. While our Church people are properly concerned with reference to the character and efficiency of our colleges they now seem to see that these are being administered by sincere and competent individuals who merit the unquestioned confidence of the Church in the discharge of an essential Christian duty. The college is a child of religion, as is the Church, and side by side the two must march in mutual confidence in their fight for Christian personality and a redeemed humanity.

#### Problem of Adequate Resources

Reduced to the last analysis the major problem of the Church college is that of financial support. The Church unquestionably is interested in its colleges, but the funds which it raises for their support through the regular benevolent channels are wholly inadequate. Changing educational procedures have sharply advanced educational costs. The state has met this in public education by almost phenomenal increases in funds derived from taxation. While this enormous increase in public funds for state education brings a very definite necessity upon our Church colleges to increase their resources in order to keep pace in the quality of their educational service, this situation is not to be thought of as developing or intensifying any competition between the Church and state system of education. Each has its distinctive service to perform. Both the Church and state definitely contribute values that are supplementary. Their full co-operation is most essential.

Facing such a condition, however, the Church must meet the growing financial demands made upon it by providing more adequate funds for the colleges it sponsors. Church schools cannot afford to render service that is one whit less than the best. At the same time and under no circumstances must they ever permit themselves to be maneuvered into the position of attempting to substitute their religious service, no matter how good it is, for any lack of educational effectiveness. Such an attitude would be positively unworthy. More endowment and other funds, therefore, must be provided. There are friends of our Church colleges who have been giving liberally to them of their more bountiful means because they believe in their inherent worth. Taken as a whole, however, the Church has not yet presented or responded to the claims of our Christian colleges with that degree of conviction and effectiveness that their value to the State and the Church merits. This is one of the un-met challenges coming to our uniting Methodism. Also, while the gifts of the more able contributors are to be encouraged in every way, the base of constituent giving must be greatly broadened to include every methodist who can make even a small annual or occasional gift to these needed bulwarks of Christian Service. When the Church shall have wisely decided just which of its colleges shall receive its concen-

trated and consecrated financial support, it can then more intelligently plan its procedures for the fulfilment of its objective by providing adequately for their needs.

## Church Colleges as Educational and-or Missionary Enterprises

Another area of unclarified thinking exists quite generally among Christian leaders with respect to their understanding of the real functions of the Church college. When is a college inherently an educational enterprise? When is it a Missionary enterprise? When, if ever, is it both? Methodism has certain colleges under the sponsorship of the Board of Missions, though most of them are under the Board of Education. Is this difference merely one of the sponsoring agency which happens to be providing the institution's financial resources, or does the difference lie in a deeper and more fundamental distinction in the service responsibility which it undertakes? These questions need clarifying for the sake of the educational responsibility of the Church. When a college ministers to the so-called under-privileged students alone, its appeal for financial support seems more easily to touch the sources of emotional concern and casual giving of Church people. The college, however, which pitches its service on a level that ministers both to the under-privileged and the moreprivileged frequently finds it difficult to secure the warm-hearted and generous support of the Church, which by all means it should have. end result of this is the possibility of the Church concentrating its emotional concern more largely upon the schools serving one class of students, than upon those well-established institutions whose definite objective is to render the highest academic and religious service to all students

alike. Frequently, it has seemed that the stronger and more able Church colleges which minister to all classes have been compelled to thrust off from close Church sponsorship to more independent careers through lack of adequate Church supports, while the colleges emphasizing a ministry to the underprivileged alone have become the Church's favored educational children. The Church in clarifying its thinking in this matter needs not at all to set the one type of institution over against the other, but certainly it should not settle this matter by giving its unbalanced emotional concern to the one at the expense of the other. This is an unsolved problem which should have the constructive attention of a united Methodism.

#### III Sounding an Advance

As Methodist Union is consummated, what long-past-due clarion call should the Church make in behalf of its colleges? To reflect upon this question but for a moment suggests certain obvious answers:

1. The Church needs a re-baptism of fervent religious commitment to the cause of the Christian college as an indispensable factor in bringing the Kingdom of God to men. By multitudes of our own people the college is too frequently thought of as something which they may or may not support. To them it is merely and elective in the Christian plan of human redemption with no serious consequences involved for them or for the Church, whichever way the matter may turn out. But the fundamental importance of it cannot be so lightly dismissed. We are deeply dependent upon the Church college to lead in the discovery of truth. It is unsurpassed at this moment in its championship of the Christian's cherished right of freedom of

thought and of conscience. It is one of religion's most dependable sources of strength in this hour of human confusion.

2. Likewise, the Church college needs as students the noblest hearts and most choice youth out of our Methodist homes and churches. It is best known for its effective training of a leadership that is unexcelled in our national and Church life. Our complex and confused civilization as never before needs a choice leadership that is deeply grounded in the truth of the Eternal and resolutely motivated by the Christian dynamic. So Methodism needs to give now to the Christian college much more largely than it has been doing the very flower of its youth.

3. Another call with unmistakable clarity rings out for a more sacrificial and a more generous financial support. By every token Methodism has the resources needed now by these institutions. Surely a united Church will match the need of these enterprises in this hour when so much is depending upon them, by adequately responding to their call for funds. And this much is certain, should the Church go prayerfully and intelligently to this phase of its duty, it will be done. As cited above, within recent years the response in many quarters in meeting clearly understood needs has been astonishingly generous. The needs now, however, growing out of our unfinished job, should be the occasion for a generosity in giving to our colleges that will be commensurate with the indispensable character of their service to the Church and to the cause of eternal truth.

Sixty-five students at Wesleyan College, Macon Georgia, made semester honors.

#### College and Youth

Graduation days are coming. Every church is interested in its highschool graduates and the high-school graduates of the community. Conserve our educational program by helping them continue to grow in personality and purpose under the auspices of the Christian College. Your church-supported colleges stand ready to link hands with the local church in helping develop Christian leaders, which we must have in times of crises such as we now experience. The preeminent task of the Christian school is to environ those who will initiate and lead community, national, and world movements tomorrow.-The Conference Council—Publication of the West Texas Conference Board of Christian Education.

# Lambuth Remembered In Practical Way

Lambuth College (Jackson, Tenn.) has recently been remembered by friends of the institution with gifts of money and life insurance policy assignments.

Mr. Clem Wadsworth of Ripley, Tennessee, in making a gift of \$500 directed that the money be used as the nucleus of a loan fund for ministerial students and other Christian workers.

Mrs. Mattie Prichard Walker, has also given \$500; and a Memphis layman, whose identity may not be revealed, donated \$385 to be applied toward the college expenses of a ministerial student. Another layman who requested that his name be withheld, has assigned a \$10,000 life insurance policy to the college.

Mrs. William Graham Echols has a full time job being "Mom" to some thirty students at Wesley Center, leading campus organization of the University of Alabama.

# Has Methodism an Adequate Philosophy for Its Colleges?

As church union becomes a reality the question, Has Methodism an adequate philosophy for its colleges? becomes especially pertinent. It seems worthwhile, therefore, without attempting a categorical answer to the question, to set forth in the brief paragraphs which follow certain statements which have been made within the past decade and which seem indicative of a considerable volume of thinking in the area suggested by our title. For the most part the quotations are gleaned from the files of CHRISTIAN EDU-CATION MAGAZINE, though to a limited extent other sources are also drawn upon. In every instance the origin of the statement is indicated.

As a partial record of recent and current educational thought chiefly within the constituency of Southern Methodism, it is felt that they hold more than passing significance.

#### Realistic and Comprehensive Planning Needed

When any institution proscribes the habit of objective self-criticism it is moribund and likely to become a crystallized obstruction in the path of social progress—Bishop Paul B. Kern, Nat'l Meth. Educational Conf., Atlanta, 1936.

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Back of changes in policy or program of our colleges should be deliberate planning and definite purpose.—Editorial—C. E. Mag.—March-April, 1938.

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Some progress is being made in this direction, but as for the Church it yet must be admitted that it has much to do to clearly define and convincingly proclaim its distinctive functions in the educational field. It is firmly believed that its case can be made—the case of its superior worth, but the final supreme court verdict of public and Church opinion touching these distinctive services has yet to be rendered in language that is clearly understandable and generally convincing.—W. M. A.—Addr. delivered before M. E. Edul. Assn.—January, '39.

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No church college has a right to undertake to carry on educational work without seeking in every way possible to give the very highest type of training that can be provided and to secure the best equipped teachers which the country affords.—William F. Quillian—C. E. Mag.—January-February, 1935.

#### Academic Effectiveness

The Commission feels it must continue to caution colleges against offering even a very worth-while program of religious service as a substitute for shortcomings in genuine academic service.—Comn. on Col. Pol.—C. E. Mag.—Sept.-Oct., 1938.

The high aim of all learning is to make men intellectually efficient. The intellectual life is the dominating interest in education. Mental power is the major end to be sought. The creation of the creative man is the ultimate task of education.—Bishop John M. Moore—C. E. Mag.—March, 1932.

Said an outstanding Christian education leader recently, "Church colleges least of all can afford to do shoddy work." Not all of our colleges can as yet receive the approval of the proper accrediting agencies. It is the aim of the church that all

of them shall attempt to secure this

recognition.

The church which has set as a minimum academic goal for all of her colleges "standards that are generally accepted in the educational field," can scarcely look with tolerance, not to mention approval, upon institutions that denounce the standards of our accrediting agencies and openly defy them as being unreasonable. No other goal can be set for all of our colleges than to urge them to secure regional academic rating at the hands of those agencies which standardize schools in their respective ranks—W. M. A. and B. M. M. -C. E. Mag.-May-June, 1935.

To be indifferent to standards, however, is to face problems of a more serious character. It means that an institution is putting its seal upon work that is not recognized as being of 100 per cent value in the educational world. If the student understands this when he matriculates in a given college, he accepts at least a part of the risk involved. If, however, he enrols in a sub-standard college, spends his money and time there, and finally graduates without knowing the risk he has taken, the college has opened itself to a very serious indictment concerning the genuineness of its work. The college is virtually a trustee in this matter, and if it fails to give the student what he believes he is receiving, viz., standard college training, accrediting agencies, the Church and the patronizing public have just reason for calling its work in question.—Goodrich C. White and W. M. A-C. E. Mag.-Nov.-Dec.1936.

#### Academic Freedom

Whether Fascism, so prevalent in Europe, will sweep America will in part be determined by the churches and their colleges. Today they are the freest institutions of the land, and their efficacy as a stabilizing power will depend upon the spirit and moral tone that they may build up in the American people—J. H. Reynolds—C. E. Mag.—Nov.-Dec., 1936.

#### Liberal Arts Emphasis

The field of the church colleges is distinctively that of the Liberal Arts College with culture as its chief objective, and a well developed human being as its chief product. The grievous mistake of church schools has frequently been in the inclination if not endeavor to fashion themselves after the pattern of those which the state or independent foundations are impelled to establish instead of planning and equipping themselves for the work which only they are in position to do. church and the state should not be competitors in education but complements of each other.—Bishop John M. Moore—C. E. Mag.—Nov.-Dec., 1936.

We need to recognize that the young person in the late teens is greatly concerned, and rightly so, with questions of vocational choice and vocational preparation.

The liberal arts college cannot afford to ignore this vocational concern; rather it has the opportunity to guide its development and to use it toward the accomplishment of the more inclusive purposes of the college itself.—Goodrich C. White—C. E. Mag.—Nove.-Dec., 1935.

The best education, as we see it, will help the person who gets it make the most of his whole day—not simply that part of it which is connected with the practice of his

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profession or the earning of his living.—T. Otto Nall—Epworth Highroad—Sept., 1937.

#### Adequate Support

Excellence in morals, in religion, and in intellectual labor and product is required of the college by the church. What may the college require of the church that gave it existence and makes these high demands? The college has only that which the church and its supporting constituency provide, whether in grounds, buildings, laboratories, library, faculty or students. If there is excellence in what is provided excellence may be expected in what is produced, but if little is provided in any of these essential elements, whether in equipment, faculty, or student material, then only little in return can be reasonably expected. —Bishop John M. Moore—C. E. Mag.-Nov.-Dec., 1936.

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Perhaps another caution should be given concerning the tendency to go too far in insisting we must maintain inexpensive schools for the less able students. This is a worthy motive, and service of this type the Church must give. The implications of such a policy, however, must not be overlooked. For a school to give inexpensive service to students, means one of two things: (a) It must have endowment or other funds to offset all such student assistance, or (b) it must give this service outright at the expense of poorly paid teachers, inadequate equipment, unattractive surroundings, etc. An institution operated on the latter basis, can scarcely give anything else than sub-standard service.—Commission on College Policy-C. E. Mag.-Sept.-Oct., 1938.

It is time, if need be, for the Church to ask itself some searching questions as to the basic ethical and spiritual soundness of continuing to maintain schools in which salaries are untenably low and in which there is not a reasonable and immediate probability of their being brought to a standard level—a level which, at the very least, will make possible for all the teachers in our colleges: (1) A standard of living commensurate with that of a college community; (2) opportunities for continued study and growth; and (3) provision for economic security in old age.—B. M. M.—C. E. Mag.— Mar.-Apr., 1936.

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A second financial consideration in the founding or maintaining of a church-related college is, or ought to be, the matter of adequate endowments. Indeed their vital importance might well warrant their being considered ahead of buildings and equipment.—W. M. A. and B. M. M.—C. E. Mag.—Nov.-Dec., 1936.

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A survey of the actual giving to colleges by annual conferences or by states during the past three or four decades undoubtedly will show clearly that to continue indefinitely any number of such unstandardized colleges will jeopardize the very existence of those, and in the end more essential institutions upon which the Church must rely to carry on its distinctive responsibility in the educational field.

A steady, sufficient diet is the only course that means growth and usefulness for any living object. Spasmodic giving to colleges, with long relaxation of giving in between, explains the undernourishment and consequent weakness of many of our most worthy institutions.—W.

M. A.—C. E. Mag.—March-April, 1938.

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As for our income we shall have less if our policy is determined by our desire to have more.—R. M. Hutchens, University of Chicago Alumni Bulletin—Feb., 1938.

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#### Fewer Colleges, Strategically Located

In certain areas, there are now manifestly too many colleges. There are colleges whose friends are impervious to suggestions for modifications of organization and program. There are colleges with loyalties too restricted for our day and generation. The Churches cannot assume all these burdens and ask no questions. . . . There are areas where consolidations and mergers are inevitable if the institutions are to save their lives.—Dr. R. L. Kelly—C. E. Mag.—May, 1931

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The colleges of the Church now, even more than four years ago, are facing a serious crisis. Their problems are intensified by rapidly changing economic conditions. Annual conference and general church giving to these institutions is pitiably inadequate.

In the light of these facts the Church seems compelled to reaffirm the position taken by the 1934 General Conference, namely, "That our church should have fewer and stronger institutions, strategically located."—Action of the Gen. Conf.—C. E. Mag.—May-June, 1938.

# \* \* \* General Bd.-Conference Bd. Co-operation

Should our Church organize her colleges into a federation, giving due recognition to standardizing agen-

cies, but also establishing some suitable standards of her own?

The logic of the situation is all in favor of a co-operative approach.—
W. M. A. and B. M. M.—C. E. Mag.—May-June, 1935.

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Our last two General Conferences, disregarding sentiment and official interests, laid the foundation for a comprehensive program of Christian education.

The church at large wants a sound educational program. Will Annual Conferences attack the problem as courageously as the General Conference has?—*J. H. Reynolds—C. E. Mag.—Jan.-Feb.*, 1936.

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The Commission on College Policy is becoming more firmly convinced that the final solution of our college problems depends upon annual conferences under the leadership of their boards of Christian education, clearly defining and aggressively accepting broader and more constructive policies for our colleges.

The Church now has well-understood academic, religious, and service objectives for her colleges and these can be fully realized only when the local, annual conference, and church-wide policies are adequately comprehensive and constructive, and when they are developed and administered by our local, conference, and general church agencies intelligently and sympathetically working toward the same high ends.—W. M. A.—C. E. Mag.—Nov.-Dec., 1936.

#### Co-operation, Church Colleges and Local Church

Here is what I conceive to be the task of the local church in the total educational program of the Church. The local church school must or-

ganize its curriculum so as not to produce a faith-crisis in its pupils when they pass over into collegiate work. Often the college is charged with unfitting students for service in the local church, but the truth is that the church failed to prepare them for college, and they came back feeling that the church is hopelessly tied up with an unscientific world view.—J. Grady Timmons—C. E. Mag.—November, 1934.

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The recent trends in education re-emphasize the need of bringing the Christian college and the local church into closer co-operation and fellowship. The departments of religion being rapidly strengthened in the church colleges, together with the growing efficiency of the Conference Boards of Christian Education, create an opportunity in this field that should not be overlooked. —Edmund F. Cook—C. E. Mag.—November, 1934.

It is recommended that careful plans be made to inform our local churches concerning the program and place of our church colleges, and that systematic effort be made to bring about a closer relationship between the college and the local church—W. M. A. (Dallas Regional Conference)—Nov.-Dec., 1935.

It is but natural, therefore, that the Commission should record as its "firm conviction that our colleges cannot discharge their full responsibilities as educational and Christian institutions, unless they seek to co-operate helpfully with the local church and the annual conferences composing their constituency." But a recognition of the importance of such helpful co-operation is one thing; the creation of ways and means for achieving it is another.

The problem is not so simple as issuing "pronouncements" or adopting "findings."—W. E. Hogan—C. E. Mag.—Nov.-Dec., 1936.

A recent denominational census in a representative group of our own colleges shows that but 56 per cent of the total number of students enrolled are Methodists.

Without either the church college or the Church desiring it, such a situation continued through the years is almost certain to draw our church colleges and the Church further apart. At the present time only about one-fifth of our Methodist young men and women are attending Methodist colleges.—W. M. A. and B. M. M.—C. E. Mag.—Nov.-Dec., 1936.

## Emphasis on the Personal Element

Emphasis upon the personal element is a prime consideration in education since the development of strong, capable *personality* with all that the term implies must more and more become the goal of educational effort.—W. M. A—C. E. Mag.—Nov.-Dec., 1936.

#### Training Religious Leaders

From the half dozen state-wide surveys of Methodist colleges in which the Department of Schools and Colleges has recently co-operated there have emerged certain findings which are of more than ordinary significance.

The surveys reveal a continuing need for the distinctive contribution which the Christian college alone can make. They confront us very vividly with the fact that we must continue to look to the schools of our Church to produce the Church's leaders, both lay and clerical.—B. M. M.—C. E. Mag.—January, 1934.

Our churches and communities are deeply in need of men and women in every walk of life, who, though not in a full-time religious vocation, will give themselves daily in sacrificial service, to the causes of the kingdom, wherever they are needed.

This avocational training, the Christian college must give.—
Howard W. Whitaker—C. E. Mag.
—March. 1931.

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In order to orient one's self to the problem, one needs but recall that the church entered the field of higher education with two distinct aims in view: one, to train men for the Christian ministry; two, to develop strong and intelligent laymen. These two aims are as real today as at the time of the founding of Harvard College.—Dr. Walter D. Cocking—C. E. Mag.—September, 1932.

#### Increased Spiritual Dynamic

It has too often been assumed that all that was required to make a college Christian was a certain amount of perfunctory Bible study, compulsory attendance at chapel services, and an attempted enforcement of some cut-and-dried rules of conduct. We are at last beginning to learn, however, that the task is by no means so simple as has been supposed—that, instead, it is exceedingly difficult and complex and calls for careful study and intelligent adaptation of means to ends.—E. B. Chappell — C. E. Mag. — March, 1931.

It is not the big college that we need; it is the definitely *Christian* college, not ashamed or afraid to be known as such.—*Bishop Edwin D. Mouzon—C. E. Mag.—May, 1933.* 

The Christian college is a means to an end. That end is the creation of Christian character for society today.—Bishop Paul B. Kern—Nat'l. Meth. Edul. Conf., Atlanta, 1936.

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If the church college is the Church at work on the campus the entire philosophy of the institution will conform to the standards and ideals of the Church. Likewise the administrative policies and practices, together with the curricular offerings and the whole range of extracurricular activities and policies, must conform to the expressed tenets and purposes of the Church itself. "A house divided against itself cannot stand"; neither can the Church in one setting or through one phase of its program seem to set itself at variance with the program and objectives of the organization as a whole.—B. M. M.—C. E. Mag.—Nov.-Dec., 1938.

#### Influence of Christian Teachers

The Faculty of a college largely determines the atmosphere that permeates it. Therefore one ought to pay particular attention to the caliber and character of the teaching force. The finest things to be had in college are not so much taught by the teachers as caught from them. What a teacher is speaks louder than what he says. An ounce of example is worth a ton of exhortation to a growing boy. Teachers who inspire students to do and be something are the chief assets of our educational system.-W. B. Selah-C. E. Mag. —Мау-June, 1935.

The church college must afford its students association with Christian personalities. . . . The character and behavior of the teacher are the most potent influences that af-

fect the pupil in his college days. . . . Every member of any church college faculty should be a Christian with all that that term connotes. — Dr. R. Ira Barnett—C. E. Mag.—March, 1932.

#### A Christian Philosophy

It is the business of the Christian college to invest all its learning with

a Christian philosophy.

To Christianize our attitudes and ideals is to revive our enthusiasm for righteousness; to awaken a new vision of hope that shall stir the higher and better emotions, and to rekindle old fires with some new approach to life that shall make idealism glow once more. This must be done if the college and the church are together to effect the moral, intellectual, and spiritual recovery of our American life.—W. D. Agnew—C. E. Mag.—November, 1934.

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Thus in the processes of learning there is involved the formation of a philosophy of life that is not only a theory of thinking but a guide to living. It is profoundly important, therefore, that if education is to be Christian, whatever contributes to the sum total of a philosophy of life, should be permeated with the Christian interpretation of values.—

Henry N. Snyder—C. E. Mag.—

March, 1931.

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Colleges are not warranted in insisting that science, literature, history, psychology, the languages, etc., shall be labeled as Christian, yet they are under moral bond to see that each of these subjects, and any others, is taught by men and women whose interpretation of the whole of life is based on the Christian viewpoint.—W. M. A.—C. E. Mag.—May, 1932.

#### Pastoral Responsibility for Students

If, in the church college, we stress the liberal arts emphasis and assume that the Departments—Phychology, Social studies, Mathematics, Science, Religion, etc., are to constitute the heart of the curriculum, we should expect all departments to recognize equally the responsibility for pastoral care of students as well as for an adequate program of religious activities.—H. C. Brown—C. E. Mag.—Nov.-Dec., 1936.

In the study of the distinctive functions of our colleges no responsibility is emerging with greater clarity than the pastoral obligation which the college has for its students.—W. M. A.—Cinci. Addr.—Dec., 1938.

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Our United Methodism cannot surrender the religious care of our students to extra-Church agencies as we have been inclined to do too much in the past. In this new Church we must give them as able and as careful guidance in religion and churchmanship as we have been giving them in their more pointedly educational preparation.—W. M. A.—Cinci. Addr.—Dec., 1938.

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One of the most encouraging trends in our Southern Colleges at the present moment is the movement to place specifically trained Directors of Religious Activities on our college staffs, usually with faculty status.—W. M. A.—Cinci. Addr.—Dec., 1938.

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While it is admitted the whole educative process cannot be effected merely by the living together of teacher and student, it certainly is less true to say that education is merely a classroom process. When-

ever colleges seriously attempt to relate curriculum to life they find themselves going beyond the classroom.

More and more, as one church-related college president told his faculty, officers must be added and retired upon the basis of their ability and willingness to do personnel work. Moreover, it has been found that counseling cannot be done effectively when left to one or two officers, even though they be experts. To some extent every teacher must be a living companion with at least a group of students.—Nat R. Griswold—C. E. Mag.—November, 1934.

Counseling is a process of personal guidance. It is a purposeful relationship of a younger person with an older one, of a relatively inexperienced person with one of wider experience and of more extensive training. Based on sincerity and mutual confidence, it is, therefore, a process of facing life frankly and of sharing the values of experience and training.

Counseling is a most potent character-building agency. As such, it is a worthy supplement to other religious agencies and influences, such as chapel, class instruction generally and especially instruction in the Department of Religion, campus religious organizations, preaching, other worship services, and that vague and somewhat indefinable thing called "Christian atmosphere." In fact, counseling may not only supplement but even pave the way for a more effective functioning of other religious forces.—B. M. M.— C. E. Mag.-May-June, 1936.

#### The Christian College in Social Thought and Action

The future of the Christian college lies along the road of the frank and unabashed acceptance of its responsibility, as a college, to present the mind of Christ for personal and social living. In making Him a part of the future it will live in the future which He will make.—Bishop Paul B. Kern—Nat'l. Meth. Educational Conference, Atlanta, 1936.

The college as an agency of leadership in research and thought and action has too clear an obligation to our present social order to be seriously circumscribed by sporadic attacks from designing, self-interested or prejudiced critics.—W. M. A.—C. E. Mag.—Nov.-Dec., 1936.

First, our colleges need to be more intimately related to life. They are still too often academic retreats where men sit by the side of the road and watch the world go by.—Bishop Paul B. Kern—Nat'l. Meth. Educational Conf., Atlanta, 1936.

Effective democracy rests on education, i.e., the trained mind; developed character, i.e., the sensitive conscience and a high sense of duty; the freedom of thought, of speech, of the press and of assembly and petition; and faith in man and in God.

To fulfill this task, education must present all the facts, including the fact of God and man's relation to him. Then the facts must be interpreted in light of their total relations. On the basis of the facts and the interpretation, education must suggest programs of action. And finally, education must develop the personal consciousness and conscience with regard to these programs of action involving social issues and problems.—Gould Wickey—C. E. Mag.—Nov.-Dec., 1938.

#### The Future of the Pastors' School?

NENIEN C. McPherson, Jr.

The Pastors' Schools apparently have won for themselves a permanent place in the church's program of ministerial education. Each summer more than three thousand ministers continue their professional training either in one or another of the sixteen Pastors' Schools or in the courses offered exclusively for pastors in one of the five Conference-wide training schools. Twentysix of our Annual Conferences are co-operating with the General Board of Christian Education in these significant short-term summer schools for ministers. For many of our pastors they offer the principal opportunity to become acquainted with the current trends in theology, to see the implications of the Gospel for pressing social issues and to discover new methods of carrying forward the pastoral and educational work of a modern parish.

The question of the future of annual summer Pastors' Schools forces itself upon our attention by the nearness of the Uniting Conference and the differences between them and the Summer Schools for Ministerial Training of the Methodist Episcopal Church, with which we are soon to unite. The Methodist Protestant Church has no special short-term schools for ministers, so that no issue is raised there.

The Pastors' Schools in our of the Conference Course of Study, although we have two or three Pas-

church are primarily for graduates

tors' Schools in which courses are given for those who have not completed the four-year Conference Course. Those ministers who have not attended one of our Schools of Theology usually take the Conference Courses of Study in the Correspondence School at Emory or Southern Methodist University. (Similar Correspondence Schools are being suggested for the other theological seminaries of the United Methodist Church.) This means that our Pastors' School courses are for ministers who have completed the basic preliminary training of the Conference Courses or the more thorough professional preparation made available in one of the three Schools of Theology of our church. (Incidentally, almost fifty per cent of the ministers admitted into our Annual Conferences during the past two years have attended one of these Schools of Theology.)

The Summer Schools for Ministerial Training of the Methodist Episcopal Church, on the other hand, are primarily for young conference ministers and "Accepted Supply Pastors" who are taking the Conference Courses of Study. Their plan is for these ministers to do some reading and study throughout the year and to complete the courses and take the examinations at the Summer Schools for Minis-

terial Training.

These Schools of the Methodist Episcopal Church meet for two weeks, as all of our Pastors' Schools did until recently. We now have several schools meeting for only six days. This is an unfortunate trend in our church as the shorter term does not allow sufficient time for the reading of the outstanding books selected as texts for the various courses. It is to be hoped that we will return to the longer period after unification!

The Commission on Courses of Study of the Methodist Episcopal Church offers certain Graduate Correspondence Courses which are

similar to our regular Pastors' School courses. In connection with their Summer Schools for Ministerial Training they have a series of lectures on the subject of one of these courses. These lectures are open to all the ministers present, undergraduates and graduates, but there is no reading or written work required in connection with them and consequently no "credits" are given. It is true that these "graduate" pastors may enroll for the same course by correspondence and have conferences with the lecturer at the School: the work, in this case, is completed later.

During 1939, the two churches will have three joint Pastors' Schools: Kentucky, Missouri, and Oklahoma. The curriculum will include courses for undergraduates of the Conference Courses of Study of the Methodist Episcopal Church, our regular Pastors' School courses for "graduates" and a series of lectures provided by our sister church,

as described above.

It is not safe to predict as to the nature of the summer Pastors' Schools in the United Methodist Church, especially until after the Kansas City Conference. likely, however, the Commission on Courses of Study as now constituted in the Methodist Episcopal Church will be very closely related to the Department of Schools and Colleges of the General Board of Christian Education, with the secretary of that Commission becoming automatically a member of the staff of the Department of Schools and Colleges. This Commission, then, would be given responsibility for the Pastors' Schools. The new Pastors' Schools will doubtless include the undergraduate and graduate features of the summer ministerial schools of both churches. They will most likely be held for two weeks instead

of six days. The new Correspondence Schools for the undergraduate courses of study will share responsibility with the Pastors' Schools for the training of these non-seminary ministers and the "Accepted Supply Pastors." Of this thing we can be certain, the new church must furnish some similar opportunity for continuous training as the ministers of our church have found in the Pastors' Schools.

Present indications are that the curricula offered in our Pastors' Schools for 1939 will offer the finest selection of worth-while courses and outstanding instructors in recent years!

# The Church-Related College and Democracy

"The independent Church-related college is a bulwark of democracy. It represents those basic principles of freedom which are the very heart of democracy. Furthermore, these institutions of learning have led our nation to a high sense of its moral responsibility in furthering the Christian principle that personality is sacred. There is today a world drift away from these fundamental concepts for which the Christian independent college has stood. urge upon these institutions of learning, severally and individually, to impress upon the public, the importance of ever keeping our colleges and universities independent of political alliances, in order that they may ever personify those great fundamental principles of democracy which have made our people free. This is increasingly difficult by virtue of the rapidly growing secularization of education."-From the recent report of the Committee on Educational Institutions, of the Board of Education, M. E. Church.

#### The Leadership Schools

J. FISHER SIMPSON

Two-Week Schools Mount Sequoyah, July 26-August 8 Lake Junaluska, August 10-24

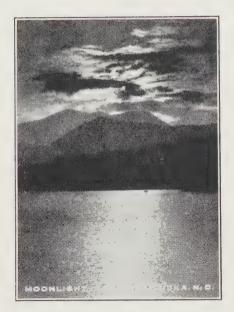
One-Week Schools Lake Junaluska, August 1-8 Mount Sequoyah, August 8-14

The programs of the General Board of Christian Education at Mount Sequoyah and Lake Junaluska are being enlarged and enriched this year. This is due to the increased interest shown in the record attendance of the past two summers when accommodations were crowded.

Among the high points of interest at both places during the two-week terms, will be the courses on "The Religious Life of Children" and "Principles of Christian Education," to be led by Dr. A. J. W. Myers, of Hartford Theological Seminary; "Understanding Ourselves" and "Foundations of Method." Dr. F. A. Lindhorst, of the



PARKER HALL, MOUNT SEQUOYAH, ARK.



General Board of Christian Education of the Methodist Episcopal Church.

At Lake Junaluska Dr. John K. Benton, of Drew University, will lead courses on "Interpreting the Bible to Youth," and "Understanding the Bible" (young people only). Mrs. Grace Sloan Overton will lead two courses in the area of parent education. Dr. S. C. Kincheloe, of Chicago Theological Seminary, will direct studies in "Christian Service in the Community" and "Sociology for Christian Workers."

Miss Sallie Lou MacKinnon, of the staff of the General Board of Missions, a delegate to the Madras Conference, will lead a study in missions in the light of that conference.

At Mount Sequoyah Dr. Walter Stone will direct a study group composed of camp leaders and the course on "Christian Service in the Community."

There will be a number of other courses in all phases of age group work with observation in the children's division.

The one-week schools offer a course on "The Work of the Presiding Elder," to be led by Bishop W. C. Martin at Mount Sequoyah and by Bishop W. W. Peele at Junaluska. In addition, there will be a course on "The Work of the Church School Superintendent," age group courses, and a general course at each place.

During the one-week school at Mount Sequoyah a Bible study hour will be led by Dr. Charles E. Schofield, President of Iliff School of Theology, Denver, Colorado. He will also deliver the evening addresses.

At the Lake the Missionary Conference will be in session August 1-8 and the school schedule will provide opportunity for students to share in the forum periods. Co-operative arrangements have been worked out with the Board of Missions in all the schools.

Among the platform speakers are the following: Lake Junaluska—Bishops W. W. Peele and Clare Purcell, Mrs. Grace Sloan Overton, Miss Sallie Lou MacKinnon, Dr. William F. Quillian, Dr. F. A. Lindhorst, Miss Muriel Lester, noted author and social worker of London. Chapel services will be led by Doctors Lindhorst and Benton.

Mount Sequoyah: Dr. John W. Shackford, Dr. A. W. Wasson, Dr. F. A. Lindhorst, Dr. A. J. W. Myers, Dr. Walter Stone, Dr. William F. Quillian.

Vespers will be conducted on the hillside and considerable use will be made of pictures, both movies and slides.

If interested in receiving full information about these programs ask for a bulletin from the Division of Leadership Training, 810 Broadway, Nashville, Tenn.

#### Death of Dr. Andrew Sledd

Dr. Andrew Sledd, professor of Greek and New Testament Literature in the Candler School of Theology, Emory University, died suddenly Thursday, March 16, at the age of 68.

Dr. Sledd was a product of Randolph-Macon College from which he received the degrees of A.B. and A.M. Later he took his Master's degree at Harvard and his Ph.D. at Yale. He was the recipient of honorary degrees from the University of South Carolina, from Rollins College and from the University of Florida. He was a teacher and educational executive all his active life and for many years had been outstanding in Methodist educational thought and achievement.

#### Wesleyan Advocate Offers Scholarships

Young Georgians will share \$1,130 in scholarships awarded by the Weslevan Christian Advocate. organ of the North and the South Georgia conferences, Methodist Episcopal Church, South, to the six girls and six boys making the highest rating on examinations to be given early in April in different sections of the state. The scholarships and amounts are: Boys, Emory Junior College at Valdosta, \$165; Emory Junior College at Oxford, \$165: Young Harris College at Young Harris, \$150. Girls: Andrew College, Cuthbert, \$150; La Grange College, La Grange, \$200; Weslevan College, Macon, \$300. The scholarships are for the freshman class and must be used in the forthcoming academic year. All applicants must be members of the Methodist Church.

Size has nothing whatever to do with greatness—Dr. W. P. Few.

#### Calling Methodist Youth

E. O. HARBIN

From coast to coast, from Marvland to Florida, from Oklahoma to the Gulf. Methodist youth will come treking to Lake Junaluska and Mount Sequovah this summer. Campus leaders, Conference officers, Union workers, and District and Conference Directors of Young People's Work are eligible to attend these two great youth gatherings. Attractive programs have been pre-

pared for both places.

The Young People's Leadership Conference at Lake Junaluska meets July 11-22. Located in the beautiful Blue Ridge Mountains of North Carolina, Junaluska is one of the beauty spots of America. Speakers and resource people secured to date include Hornell Hart, W. J. Faulkner, and J. O. Schisler. There is an interesting array of classes-"Youth Serving the Community," "The Church and the Christian Message," "Enriching the Department Program," "Christ and the World Community," "Finding Your Work." "Guiding Group Work" (leadership techniques), "Being Christian in Today's World," "Rec-

reational Leadership," "Introducing Youth to Christ," "Christian Education in the Local Church." "Guiding Young People's Worship," and "Literature and Life"

Some of the leaders for these classes are Carl Seitter, of the Board of Christian Education of the Methodist Episcopal Church, Alleen Moon, H. W. Williams, N. C. Mc-Pherson. Walter Towner, E. L. Crump, Paul Worley, Fisher Simpson, Mrs. J. A. Bays, Rowena Ferguson, and E. O. Harbin.

The dates for Mount Sequovah are August 15-26. There the resource leaders and speakers will be Kenneth Pope, Dean Faulkner, and possibly Dr. W. F. Quillian. Some of the same courses will be offered as are indicated for Lake Junaluska. Instead of "Youth Serving the Community," there will be a course "Understanding the Bible." taught by Dr. Edward Staples. Young People's Director for the Methodist Episcopal Church. There will also be a course in "The Life of Jesus" and one in "Resources of Christian Living."

The class leaders will be Edward Staples, Harvey Brown, Kenneth Pope, Marguerite H. Clarke, N. C. McPherson, Walter Towner, Paul Worley, Earl Cunningham, Rowena Ferguson, and E. O. Harbin.

For detailed information write either the Young People's Division or the Methodist Student Movement Division, 810 Broadway. Nashville. Tennessee.



#### **Book Reviews**

Educators Present Arms! By C. H. Hamlin. The author, Atlantic Christian College, Wilson, North Carolina. 47 pages. 50 cents.

Professor Hamlin attempts to do for the educators what Doctor Abrams did for ministers in his *Preachers Present Arms!* It is a study of "the use of schools and colleges as agents of war propaganda, 1914-1918." Doctor Hamlin discovers that educators were quick to respond to the rationalistic and financial urge of war, although—like the preachers—most of them since have repented for their irrational conduct.

This is a chapter in American history with which every religious man and everyone loyal to democracy should become familiar, so that never again shall the schools and the churches be reduced to instruments of propaganda and death and destruction.

Educators Present Arms! shows once again the validity of the statement that the first casualty in any war is truth itself! N. C. M.

A New History of Missouri. By F. A. Culmer; McIntyre Publishing Co.; 588 pages.

Dr. Oliver Wendell Holmes once said, "Every man is an omnibus in which his ancestors are taking a ride." One cannot read such a book as Doctor Culmer's history of Missouri's economic, social and political development without being impressed with the fact that the State represents a composite of many streams of influence flowing into its borders from almost every corner of our American Union.

The book's nearly 600 pages are written in a lucid and a most entertaining style, true both to historical fact and the author's inimitable and fascinating way of putting things.

Religion and higher education, which are major concerns of the magazine in which this brief review appears, are not given a very specific or extended place in the author's treatment. Both of these major interests, however, are thrown into the discussions in a general and constructive way. No one who knows Missouri can but be impressed that while the State has much yet to be desired in both religious and college matters, it nevertheless, with large devotion has given generously of its resources, leadership and wealth to further both in their work.

The book is especially rich in its grass roots source materials, due to the fact that the author had access to a large collection of hitherto unpublished documents and correspondence of unusual historic value. Even the casual reader, not much given to the study of history, will be fascinated by reading what the author has here written.

W. M. A.

# Huntingdon College Honors Donor of Infirmary.

Jackson Day at Huntingdon College (Montgomery, Ala.) honored Major F. M. Jackson and the late Mrs. Jackson, and celebrated the fifteenth anniversary of the opening of the Miriam Jackson Home, the college infirmary, gift of Major

Jackson to the College.

Attended by the student body and citizens of Montgomery, a testimonial program was given in the college chapel. Dr. Hubert Searcy, President of Huntingdon, representatives from the Chamber of Commerce, Mayor's office and student organizations were among the speakers paying tribute to Major Jackson. A luncheon included as honor guests with Major Jackson, his daughter, Mrs. Ezelle of Jackson, Miss., and two sons, Phillip and F. M. Jackson, Jr.

#### THE DIVISION OF

# The Methodist Student Movement

HARVEY C. BROWN



#### I. Anniversary

Student Councils and directors of the Church are making plans for the observance of an Anniversary occasion Friday evening, May 12. The second Friday of May each year is known as "M. S. M." Day. Since a number of Student Centers with their counselors have favored such an observance the Campus-Church Relations Committee of the Committee on Curriculum and Program of the General Board of Christian Education voted unanimously three years ago to endorse this annual event. It is the conviction of many of our Student Movement leaders that an occasion of this sort properly observed by all campus units will have distinct values for the Student Movement of the Church. Some of these advantages are:

1. To develop an M. S. M. consciousness among the campus groups

of the South.

2. To strengthen the connectional bond which ties our campus organizations together through such features of the program as annual selection of W. F. and C. M. Councils, and the election of Council officers; and annual anniversary occasions characterized by banquets and other special programs with the installation of officers and announcements of plans for the ensuing scholastic year.

3. To attempt by means of co-operative action on the part of all campus organizations to make the Methodist Church M. S. M. con-

scious.

- 4. To work toward a major emphasis on student religious work throughout the Church, such as other phases of the General Board's program are rightfully receiving at present.
- 5. To re-emphasize the importance of a vital experience with Jesus Christ in the lives of all out-going students.

6. To get before our out-going graduating classes the place of the Church in their post-college and post-university experience.

Students are responding to the call of the Church. Because of the opportunities offered them while on the campus they are evaluating what the Church has to offer with the view of contributing more largely to the collective welfare and of receiving the stimulus and nourishment for personal development.

With the proper observance of May 12 our student program will give one more evidence of the general interest the Church has in its

student constituency.

#### II. Selecting Officers and Council Members for 1939-'40

No greater task faces an outgoing W. F. Council or C. M. Council than the one of electing the right kind of officers, and the selecting of strong committees for the Council for the ensuing year. It goes without saying—the key individual is the President. He should realize keenly that his problem differs from the ones faced by leaders of other campus organizations. Because he is selected as leader of the "M. S. M." he must have ability and de-

pendability with plus qualifications which other organization heads need not necessarily have. Leaders of Christian organizations should have a Christian Quality of Life—not merely a formal assent to creed and Church membership. It has been rightly said that "some who gave final answers to questions of religious belief have a deadening influence upon the group; some who are puzzled but earnest seekers after truth work upon others like leaven."

Sources of leadership personnel:

1. Present Council members who are planning to return to the campus for the coming year. Juniors and sophomores are always relied upon if they continue to show enthusiasm; if not, they should be transferred to other tasks which offer greater appeals. Seniors and graduate students are good materials for leadership providing the time element is considered in their selection.

2. Committees which have been active in some definite program tasks during the previous year.

- 3. Transfers from other campuses who have been active in religious work constitute real finds. Such students do not have many extracurricular duties; hence, have more time for Council activites.
- 4. Students who have been lost in the "shuffle" of campus life, but who have developed rapidly and have leadership ability. Here counselors have an opportunity to do some "hand picking."

Some Red Lights to observe:

It is always well to mention a few danger signs when the question of selecting leadership is discussed. Some are:

1. Selection of leaders on the basis primarily of campus prominence or popularity.

2. Selection of Council members from the "Campus big shots," in

order that the Movement may appeal to the "regular fellows."

3. Selection of leaders on the basis of being able to take care of details. That is, yielding to the "business pattern" idea. The Movement is a Christian fellowship and therefore the quality of life and ability to work through and with groups is a necessary qualification in a religious leader.

4. Choosing from friends or from fraternity brothers or from sorority sisters is occasionally practiced. When this plan is followed the religious group becomes another cam-

pus clique.

5. Choose from a variety of personalities. A cross section of the campus leadership is an admirable plan to follow. We make a mistake to select all social reformers, all religious traditionalists, or all campus "Phi Betas" or all of any one group. A variety of viewpoints should be expressed and team work should characterize the Council which has the responsibility of leading the Christian forces of the campus.

It is the feeling of many of our leaders that after a careful selection of officers and Council members, May 12 our Anniversary Day, should be a time when all campus units, so far as practicable, should observe installation day. A carefully planned service on that occasion can be a significant experience of self-dedication for members as well as prospective leaders.

#### III. The Student and His Church

One of the valuable suggestions coming out of the Christian Mission to Colleges is the advisability of having a series of forums during the month of May on the relationship of the student to his Church.

If we do not emphasize the place of the student in the regular program of the local church we have

neglected one of our major responsibilities as a campus movement. Too much criticism, perhaps justified criticism, has been hurled at educational institutions for weaning student life away from the Church. Students must be conditioned to accept the church as they find it and work on the inside to make the necessary changes if such changes are in keeping with sound educational principles.

No undertaking during the months of April and May by campus program planning groups would bring greater results than a series of forums on "The Student and His Home Church."

The Youth Crusade has been saying to students and campus leaders that the Church has something to say to youth which is true and dynamic enough to command their assent, compelling enough to enlist their loyalty, interesting enough to stimulate them to a sustained Christian service.

For us to make plans to capitalize on the values released by the local churches in the home communities of the students, as well as to conserve the leadership possibilities of students during the vacation period is another recognition of the fact that the campus program of religion has its rootage in the larger work of the Church.

For the benefit of the student in his personal religious development and for the benefit of the youth program of local churches, we are suggesting that all campus leaders consider the advisability of one or more forums before the Commencement season on one of the following subjects:

1. The need for youth leadership in the local church.

2. How students may serve the Church during vacation period.

3. Students facing local problems,

attitudes and opportunities for service in the Church.

4. Facing the implications of the Youth Crusade for Methodism.

5. The Methodist Church and next steps in youth work.

6. The Church as a vital religious

and social agency.

There are two phases of our student program which are fundamentally grounded in the local church: (1) Preparing the student to anticipate campus experience; and (2) Assisting the graduate after four years of training to find his place in the ongoing program of the Church. We may contribute toward the latter by using every opportunity in the spring to prepare students for resuming their active connection with the Church during vacation or after graduation.

#### IV. The Berea Conference

The first National Methodist Student Leadership Training Conference will be held at Berea College. Berea, Kentucky, June 12-17, 1939. This training program for students and counselors is being planned by the Student Departments of the uniting Methodisms. It is the purpose of the Student Departments to invite one outstanding student and one counselor from the Church colleges and universities of the three uniting Methodisms and from all the Wesley Foundations in State and Independent Institutions. closely delegated body of students and directors will bring together almost five hundred students and lead-

The planning committee has completed the program. Some of the strongest leadership in America has been secured for platform, seminars and commissions. This Conference will not only represent a real climax to the three student work programs on the many campuses in the United States during the scholastic year



HARRIET CULLER



C. E. EWING, JR.



WILEY CRITZ

previous to unification, but it will also mark the beginning of a significant step in campus leadership training so far as the Methodist Church is concerned.

Berea will offer six significant inspiring days of platform lectures. forums, enrichment seminars, planning commissions, worship experiences, wholesome recreation, and Christian fellowship with a crosssection of the strongest student leadership in North America. Conference will have before it the new Discipline of the Methodist Church, since it will be only one month from the Kansas City Uniting Conference. The Berea Conference affords an excellent opportunity to get new spiritual insights on the Christian way of life for campus living, and also a training period in which leaders of program planning groups can share experiences and learn how to profit by these experiences and how to apply these new insights to their own campus programs.

#### Officers, Church-Wide Organization of the Methodist Student Movement

President: Harriet Culler. Winthrop College, Rock Hill, S. C.

1st Vice-President: C. E. Ewing, Ir., Centenary College, Shreveport,

2nd Vice-President: Wiley Critz. Millsaps College, Jackson, Miss.

Secretary-Treasurer: LaVerne Williams, McMurry College, Abilene. Texas.

Counselors: Mrs. Reese M. Massev. W. F. Director, Winthrop College, Rock Hill, S. C.

Dr. L. F. Sensabaugh, Director of Religious Activities, Highland Park Methodist Church, Dallas, Texas.



LaVERNE WILLIAMS



MRS. REESE M. MASSEY



DR. L. F. SENSABAUGH

THE DIVISION OF

# Ministerial Education AND ENLISTMENT FOR RELIGIOUS

VOCATIONS \_

NENIEN C. McPherson, Jr.

The enlistment and guidance of volunteers for full-time religious work cannot be separated from the larger problem of vocational guidance for all young people in the light of Christian motives. In recognition of this fact, a study is being made of the vocational counseling programs of the Methodist colleges and universities.

A questionnaire was sent to all of these Methodist institutions early this year asking about their vocational guidance programs. We were anxious to secure this information to share with certain colleges which are in the process of building a more adequate guidance program. We asked: (1) Do you have a vocational guidance program and who administers it? (2) What tests to discover vocational interests and aptitudes are you now using and when are they given? (3) Do you have annual vocational conferences. bringing leaders in various fields to the campus? (4) What type of placement service do you maintain for your graduates? We also asked for suggestions.

Aware of the danger of generalization, it would seem to be safe to say that only a few of our Methodist colleges have adequate vocational counseling programs. On the other hand, practically all of our institutions are doing something to assist their students in making their vocational choices. Not only so, but a number have committees working on the question and have definite plans for the improvement of their programs in the pear future.

grams in the near future.

This is a typical answer: "We have no set vocational guidance

program, but we aim to bring to the campus men of the learned professions and men of business leadership, who deliver addresses to the students on their professions and businesses and the opportunities offered therein."

Other schools have a more definite counseling program, under the supervision of a specially trained counselor: "We interview students who indicate a desire for vocational information. These interviews are voluntary on the part of the student, and are given as the student requests them. The Vocational Guidance Counselor maintains office hours which are known to the student. . . . . Since the program is still in an experimental stage, we have not used any tests to discover vocational interests or aptitude. The counselor is familiar with such tests as the Strong Vocational Interest Blank for Women, the Stanford Scientific Aptitude test, the Personality Inventory, and the Emotional Maturity Scale. The counselor has used these tests previously and under other circumstances with some degree of success."

Some institutions are already using the Strong Vocational Interest Blanks during the freshman year with all their students. Some have courses on "How to Get a Job and Keep It." Others are maintaining a "vocational book-shelf," where books on the various occupations are available for the students, including the "Career Monographs," published by The Institute of Research. "These Monographs take up such things as: preparation necessary, possible advancement, finan-

cial remuneration, and all details concerning the actual work." Biographies are recommended also.

Several college presidents recommended that a church-wide placement service be organized to assist graduates of Methodist colleges in finding positions. They would like to place the administration of such a placement service in the General Board of Christian Education.

One college president, for whose judgment we always have high respect, confessed frankly: "I am a little bothered about the whole question of vocational guidance—what it is, what it does, on what scientific basis it is done, how far we elders impose our own ideas on youth when it either has none or those that it has are in a strangely conglomerate solution which only life itself can precipitate. It is a matter which I myself try to handle in the case of an individual student with the utmost delicacy of feeling, and even after I have done my best. I am constantly surprised that the thing the student himself wanted to do. and that I counseled him to attempt. turned out in a few years to be the thing that he cares least for, and later on he is gloriously successful in something else."

On the other side, however, came a number of letters like this: "It seems likely that all colleges and universities will in the future give more time and direction to vocational guidance. The program will probably be most effective when it is administered by a single individual heading a committee on educational and vocational guidance and giving most of his time to administering the work. The recognition you are giving to the need for vocational guidance in colleges should contribute to the establishment of a more adequate program in our Methodist colleges."

The Division is assembling material to suggest to our colleges for their consideration and is convinced that this is an area in which we hope to be of assistance to our institutions. Certain "experts" in the field are being asked to co-operate in suggesting an ideal program of vocational counseling for denominational colleges. It is hoped that this can soon be shared with all of our institutions.

#### Arkansas Plan Aids Young Ministers

For three years a plan has been worked successfully by the Little Rock and North Arkansas conferences, Methodist Episcopal Church, South to assist young men in preparing for the ministry. Under the plan the money raised on College Day is made available for loans to young men who could not otherwise secure the required college training for the ministry. After a year in college if the student is still persuaded of his call to the ministry. he is given a preaching job in neglected mission territory for three summer months and his note credited for a specified amount in return for his service to the church. This plan enables the young minister to finish his college course free of debt and also gives him valuable experience in his chosen field.

After three years in which the plan has been in operation the two conferences have 32 young men now taking ministerial training. Four who have benefited by the plan are now serving conference appointments. Of the ministerial students now in training 11 are in theological seminaries; 10 are serving circuits while they attend state schools: and 11 are at Hendrix College, (Conway, Ark.) head of the Methodist educational system in Arkansas.

#### Presidents' Forum Valuable at Blackstone College

The Presidents' Forum, newest organization at Blackstone College. junior college for girls in Blackstone, Virginia, has within six months proved itself a valuable extra-curricular activity. What shall we do about members who don't come to club meetings? How can we keep up interest? What are good ways of making money? Such were the questions asked when the presidents met early this session, with the result that the presidents of student activities, editors of the publications and chairmen of Y.W. C.A. committees formed a group for monthly discussions. The purpose of this forum is to discuss the various problems of student leaders and to unify and improve the extracurricular program. Students have recognized for some time the need for such a group, and in the last three years the leaders have met informally two or three times each year to talk over common problems.

The recently organized Presidents' Forum has dealt so far with definite problems of clubs and other activities, but since the aim of the extra-curricular activities is to help every student achieve a well-balanced life, this forum has a broad scope for its future program.

# New President for M. E. College in Alabama

Dr. Joseph Warren Broyles has been elected president of Snead Junior College at Boaz, Alabama, according to an announcement of the Board of Trustees at the annual meeting, January 20. Appointment effective June 1.

He succeeds Dr. Conway Boatman who recently accepted the presidency of Union College in Barbourville, Kentucky. Dr. Broyles comes to Snead Junior College from Hamline University in St. Paul, Minnesota, where he has served as head of the Department of Philosophy and Social Ethics since 1936.



PRESIDENTS' FORUM, BLACKSTONE COLLEGE.



#### Hendrix College in Dormitory Campaign

A recent issue of THE AR-KANSAS METHODIST suggests that if colleges like theatres made use of the SRO (Standing Room Only) sign, the women's dormitories of Hendrix College would have been forced to display that sign during much of the current year. Faced by the necessity of providing for an increasing number of women students, Hendrix is now launching a campaign for funds with which to erect a new dormitory which it expects to have ready for occupancy by the beginning of the 1939-'40 session. The new building will follow very closely the specifications of Galloway Hall, a dormitory for women erected only a few years ago on the Hendrix campus.

#### Tibbett Sings at Wesleyan

Lawrence Tibbett, world famous baritone of the Metropolitan Opera Company sang on February 17 in Macon, Georgia, presenting the third concert of the year in the artists' course series of Wesleyan.

# Dr. S. C. Dobbs Gives One Million Dollars To Emory

"Dr. Dobbs has come forward as the first volunteer in our efforts for a greater Emory. He has given as his part in the work, one million dollars." In these words, Dr. Harvey W. Cox, President of Emory University, announced to a dinner gathering composed of the Emory faculty, a few prominent alumni and a selected group of student leaders,

one of the most significant gifts to be made by an individual to any educational institution in recent years. Only a week before Dr. Dobbs made his gift Emory friends and the entire Southeast had been gratified to read of the General Education Board's total grants of \$2,500,000 to Emory and Agnes Scott for use toward the development of a University Center in Atlanta.

In announcing the grant, General Education Board officials had imposed the condition that Emory complete her present program of six million dollars before the funds become entirely available. It was toward the realization of this goal that Dr. Dobbs' generous gift was directed.

Following the announcement of President Cox, Dr. Dobbs was presented to the dinner audience and spoke in part as follows:

"No worthwhile university can be created overnight, and just money and buildings never have, or never will be able to qualify as a real University. Men, time, and money and a great love are the prerequisites of any outstanding educational institution, and the last named, love, is as essential as men and money."

Continuing, Dr. Dobbs said with reference to his gift: "I am investing my funds in the youth of today, who will be the citizens—and I hope good ones—of tomorrow."

A Mathematics Honor Society is a new organization at Louisburg College, Louisburg, N. C.

#### Greensboro College Dedicates New Student Hospital

James A. Gray Presents Structure in Memory of His Mother

James A. Gray's gift to Greensboro College, the Aurelia Bowman Gray Student Hospital, was formally dedicated at the founders' and benefactors' day exercises held in Odell Auditorium at the college on

Saturday, March 11.

The hospital, work on which began soon after the opening of the college in the fall, was presented, together with equipment, by James A. Gray of Winston-Salem as a memorial to his mother, Aurelia Bowman Gray, who was a former student at the college. Mr. Gray gave, also, a portrait of his mother which was placed in the waiting room of the hospital. Both the donor and his wife were present for the dedication.

L. A. O'Brien of Winston-Salem, architect for the recently completed building, presented the keys to Charles S. Wallace, president of the

board of trustees.

Mr. Wallace, in accepting the hospital for the college, expressed deep gratitude for the gift, which he stated was the first building to be finished in the college's centennial program of expansion. "I hope that the donor may live long enough to see the service which his gift has rendered here by ministering to those who suffer," he said.

Dr. James Braxton Craven, pastor of West Market Street Church, Greensboro and Greensboro College chaplain, led the entire group of assembled students, alumnae, and others in a litany of dedication.

Following the exercises, the new hospital held open house for visitors, with students at the college serving

as hostesses.

Prior to the dedication, Dr. Charles C. Weaver, pastor of the

First Methodist Church of Charlotte, delivered the principal address of the founders' and benefactors' day

program.

Dr. Weaver complimented the Methodist church on establishing two of the first colleges to be started in this section, Trinity College and Greensboro College. "Church colleges in those days delivered the goods in the day in which they served," he said. "I think that Greensboro College stands as an illustration of the spirit of the pioneers, the pioneers of education who could not be held in metes and bounds but demanded equal democracy for all."

"The integrity of a college depends on the high honor of those who minister in it," Dr. Weaver asserted, pointing out that the real services rendered by teachers are not to lecture nor to do research but to inspire students to go further than what is taught by the teachers.

"I congratulate this institution that has been so successful in having

that sort of instructors."

Dr. Luther L. Gobbel, president, presided at the exercises and read greetings and congratulations from former students and friends of the college.

## Hendrix College Students Active in Youth Crusade

Students and faculty members of Hendrix College were active in observing College Day and the Youth Crusade. During February approximately 30 students and staff members spent the four week-ends visiting churches throughout Arkansas, preaching and making talks explaining the aims of the Crusade. The trips were under the direction of Rev. Ira A. Brumley, executive extension secretary of the Board of Christian Education in the North Arkansas conference, and Rev. Clem Baker, of Little Rock Conference.

## Central College Makes Survey of '38 Grads

Of the 80 to graduate from Central College (Fayette, Mo.) in the class of 1938, thirty-one are now teaching and twenty-seven are doing graduate work in university centers, a recent survey revealed.

Of the teachers, the majority are employed in Missouri high schools where they are teaching subjects in which they specialized; Three of the teachers are employed as graduate assistants by their Alma Mater.

Seven of the candidates for higher degrees are studying at the University of Missouri: two at Yale: three at Harvard: three at Southern Methodist University: one at each of the following institutions: University of Michigan; Vanderbilt University. St. Louis University, Tulane, Johns Hopkins, University of Illinois, and University of Alabama. One of the class is studying at the Eastman School of Music in Rochester, N. Y., another is a cadet in the Naval Air Corps at Pensacola, Fla., and one is studying for hospital laboratory work at Research Hospital Kansas City, Mo.

Various occupations claim all the other members of the class. One is a newspaper editor, one is engaged in social service work, one is manager of a theater; one is in the hatchery business; two are employed as insurance salesman; two are ordained ministers; one is employed by a lumber company; one by an oil company; one by a Campfire Company; and one by a telephone company.

Education is not a fire escape over which men and women may pass to areas of idleness and indulgence.

To speak of education without religion—or of religion without education—is a contradiction in terms.—*Bishop Hoyt M. Dobbs*.

Duke University Celebrates Its Centennial With Great Concourse of Alumni and Educators

MANY NOTABLES ON PROGRAM
Former President Benes of Czecho-

slovakia, Sir William Bragg, President of Royal Society of Britain, Among Group of Distinguished Speakers

Many distinguished speakers participated in the three-day program, celebrating the Centennial of Duke University (Durham, N. C.) April 21-23 among them were: former President Eduard Benes of Czechoslavakia, Sir William Bragg, president of the Royal Society of Great Britain: President Harold W. Dodds, of Princeton University; President Henry M. Wriston, of Brown University: President Homer P. Rainey, of the University of Texas: Dean Willard L. Sperry, of Harvard University; Dr. John H. Finley, editor emeritus of the New York Times: Dr. Douglas Freeman. editor of the Richmond-News-Leader: and Governor Clyde R. Hoev of North Carolina.

Participating in the different centennial celebration services, in addition to university officials, were Bishop W. W. Peele, of Richmond, Va., of the Methodist Episcopal Church. South; President B. R. Lacy, of the Union Theological seminary, Richmond; Dr. E. McNeill Poteat, pastor of Euclid Avenue Baptist church, Cleveland, O.; Bishop Clare Purcell, of Charlotte, of the Methodist Episcopal Church, South; Bishop J. Kenneth Pfohl, of Winston-Salem. of the Moravian Church; Dr. William F. Quillian, of Nashville. Tenn., Secretary of the General of Christian Education. Methodist Episcopal Church, South: and Dean Luther A. Weigle, of the Yale Divinity school.

Representatives of more than 400 universities, colleges, and learned societies attended the celebration,

among them many men and women renowned in different realms of educational endeavor. The presidents of many institutions were among the representatives who brought greetings to Duke University on the occasion of the celebration of its origin a hundred years ago in Union Institute.

A dinner on the first evening in honor of the delegates, was followed by a performance of the "The Mikado" by the musical clubs and the

Duke Players.

During the three days of the celebration there were carillon recitals by Anton Brees, noted carillonneur of Lake Wales, Fla., and Duke, and organ recitals, band concerts, and choral music.

#### Perkins Hall of Administration, S. M. U., Formally Dedicated

Invited guests of the University crowded the Board Room of the new Perkins Hall of Administration at noon Feb. 7 to hear Mr. J. J. Perkins of Wichita Falls formally present the structure to S.M.U. The Perkins' were honored with a luncheon prior to the presentation. Open house for visitors was held

from 8 to 10 p. m.

The dedicatory ceremonies were presided over by Dr. E. B. Hawk, following a morning meeting of the Board of Trustees, during which Mrs. W. W. Fondren of Houston was appointed S. M. U.'s first woman trustee. She will fill the unexpired term of her late husband, Mr. W. W. Fondren, S. M. U. benefactor. Mr. Eugene McElvaney of Dallas was elected to the Board and to the Executive Committee.

In presenting the three-story structure, Mr. Perkins, who gave \$75,000 to complete the second and third floors, said, "Mrs. Perkins and I decided a long time ago we wanted to do something to help the Uni-

versity. It was Bishop Charles C. Selecman who suggested that since I was primarily a businessman, nothing could be more fitting than that I help build the two floors on this structure needed for executive offices. I have never had a good impulse in my life that Mrs. Perkins hasn't seconded. So we gave the money and here we are."—Southwestern Advocate.

#### Millsaps Students Urge Repeal of Mortmain Law

Students of Millsaps College (Jackson, Miss.), aided by students of other church-controlled colleges in the state, are sponsoring a movement to secure the repeal of ancient mortmain laws in the next Novem-The movement, if ber elections. successful, will directly benefit church institutions of learning by removing from the code clauses prohibiting legacies to churches and charities. These legislative restrictions first appeared on Mississippi's statute book in 1857; they were left out of the code of 1880 and re-introduced into the constitution of 1890.

Efforts to have the restrictions removed failed until the last session of the Legislature, when a bill was put through.

Since more than one third of Millsaps students are of legal voting age, they expect to play an important part in the forthcoming election. And students who are under age are urged to influence parents and friends to vote for the repeal of the statute which, it is said, works a particular hardship upon the stud-

ents of church schools.

The Men's Glee Club of Florida Southern College, Lakeland, Fla., has been invited to sing at the Florida Building at the New York World's Fair during the summer.



## Newsy Odds and Ends

MAUD M. TURPIN

Modern Religious Problems constituted the general topic considered on March 20-21 at a symposium held at Duke University as one of the University's centennial Visiting speakers inclufeatures. ded Dr. Allan K. Chalmers, pastor of Broadway Tabernacle in New York: Professor Charles E. Raven of Cambridge University; Bishop Ivan Lee Holt; Professor Emil Brunner, noted Swiss theologian; Professor R. L. Calhoun of Yale University; Dr. Charles C. Morrison, editor of the CHRISTIAN CENTURY: Dr. H. Paul Douglas. editor of CHRISTENDOM; Dr. George A. Buttrick, president of the Federal Council of Churches.

Joseph Frank, A.B., '35, Central College, Fayette, Mo., was recently awarded a prize of five hundred dollars for an essay submitted in a national contest sponsored by the consumers' Credit Institute of America. Mr. Frank is now holding a teaching fellowship at Vanderbilt University, Nashville, Tennessee, where he is working toward his Doctor of Philosophy degree.

Members of Brevard College Forensic Club, Brevard, N. C., made a good showing in the recent North Carolina Junior Debating Conference. The men's debating team of Brevard took first place in the event. Bill Shipman was voted the best orator at the conference; Delbert Byrum made second place in extempore speaking; and Jean Sumney and Mildred Griffeth rated second place honors in poetry reading and girls' oratory respectively.

Birmingham-Southern College, Birmingham, Ala., observed Founders' Day on March 17. There was a general convocation of the students, and faculty members gave a history of the growth and progress of the college, citing its national scholastic rating.

The new gymnasium-auditorium under construction at Textile Institute, Spartanburg, S. C., will be the third major construction project at that institution to be built with student labor. The new building is rockveneered with a red slate roof. Students, under supervision of skilled workmen, are doing the stone masonry, electrical work, painting, carpentry, and plumbing. The building is valued at \$20,000.

Dr. Paul E. Lineback of Emory University in a letter to some students shortly before his death:

"The real enjoyment and inspiration in teaching is the mingling of personalities and the great worthy objective is not the simple thing of gaining a few facts of knowledge it is the inspiration and satisfaction which come to be possessed by all students and professors alike."

What is said to be the only course in collodial chemistry ever offered in a college will begin at Florida Southern College this week, with Dr. Charles Northern, internationally famous soil evpert, as the instructor.

President of the Collodial Institute, which he founded, Dr. Northern recently became affiliated with Southern to perpetuate his findings in the field in which he has been a pioneer,

Outstanding honors came to three Weslevan College girls within as many days. Frances Campbell, senior, on Feb. 2, won the radio audition with Phil Spitalny's orchestra in Atlanta, receiving a handsome loving cup, and being offered a contract, which she refused. Feb. 3, Eleanor Shelton, sophomore, was notified of her selection as one of fourteen delegates from the south to go to the world student conference at Amsterdam, Holland, this summer. On February 4, Lee Rees, junior, was elected president of the Georgia Methodist Student Conference, the first time such an honor has come to a Wesleyan student and the second time a girl has served as president of the organization.

As a result of summer preaching work Duke University theological students in the summer of 1938 preached 1,465 sermons; received 648 into the church; made 7,541 pastoral visits; held 142 vacation church schools with 820 instructors and 6,167 pupils enrolled; taught 84 training courses with 1,623 pupils enrolled and issued 700 credits for such courses. The assignments for the summer of '39 are now being made by Dr. J. M. Ormond, of the Duke school of religion faculty. \* \*

More than 125 workers during March rallied to aid in the Wesleyan College campaign for \$600,000 with which to repurchase the physical properties of the Macon, Georgia. "Oldest Woman's College." city of Macon contributed more than \$135,000 of the amount sought. \* \* \*

The summer session work of Morris-Harvey College, Charleston, W. Va., will begin June 5, 1939. There will be two terms of six weeks each. A maximum of six semester hours may be earned in either term.

Dean H. B. Trimble announced the appointment this week of Dr. Wesley M. Carr, former vice-president of Granberry College, Brazil, as acting professor of New Testament Greek in the Candler School of Theology at Emory University.

Dr. Carr will temporarily succeed the late Dr. Andrew W. Sledd, who died recently after 25 years of service on the faculty. Prof. Carr assumed his duties at the beginning of the Spring Quarter.

Immediately after the June commencement at Young Harris College, Young Harris, Georgia, work will begin on a new building known as the Walter H. Rich Farm and Home Economics Building. Rich, President of Rich's, Inc., has recently given to the college a sufficient fund to erect this building and to equip it completely. It is also in Mr. Rich's plan to provide the salaries for the teachers in the Farm and Home Economics Departments for the first two years of the building's operation.

General science and chemistry lead all other subjects among the 99 Millsaps College, Jackson, Miss., seniors who expect to graduate in June. English and Biology follow in popularity in the ten fields chosen as majors. Religion and Spanish rate ninth and tenth in specialization choices. ×

A "Young America Paints" exhibit was shown at Central College, Fayette, Mo. The exhibit comprised more than 1,000 paintings by boys and girls from more than 500 private, public, and parochial schools in the United States. The showing at Central was a section of the original "Young America Paints" exhibition recently held in Rockefeller Center, New York City.

Sponsored by the college Y.W., Charm Week, was an interesting event at Wesleyan College, Macon, Ga. The week's program featured a series of chapel talks in which the charm, of good English, a pleasant voice, personality, and varied interests, closing with a fashion show in which students modeled costumes loaned for the occasion by Macon shops.

Lord Broughman was right when, in his great speech in the House of Commons, in 1828, he said, "The schoolmaster is abroad! And I trust more to him, armed with his primer, than I do to the soldier in full military array for upholding and extending the liberties of his country."

Two Methodist colleges, Wofford, (Spartanburg, S. C.), and Lander, (Greenwood, S. C.), have received gifts of \$10,000 each from Bernard M. Baruch, of New York City. Tentative plans indicate the establishment of "Bernard M. Baruch Scholarships." It is expected that the interest from each \$10,000 grant will approximate \$500 a year.

Virginia Jordan, freshman of Morris Harvey, Charleston, W. Va., recently was awarded a \$100 scholarship by the American Legion for being the outstanding 4-H member from her county to graduate from high school in 1938. In December Miss Jordan was one of 14 club members chosen to represent West Virginia at the national 4-H Club Congress in Chicago.

A movement is on foot in South Carolina to erect a dormitory for Methodist girls on the campus of Winthrop College, state institution of learning at Rock Hill, S. C. The plans include provision for a program of Christian education in addition to that provided by the college.

Already 50 German Jews, fleeing from Hitler's Nazi regime, have applied for positions in the college of music of Boston University. "Although these applications come from musicians of Vienna and Berlin primarily," said John P. Marshall, dean of the college, "they represent all parts of Germany where anti-semitic measures are in effect:"

"College students," says E. F. Tittle, "need occasionally to forget that they are students and think of themselves as normal human beings. Students in some sort of a church service should feel themselves a part of the whole race of men in its endless quest for God."—Quoted by President Clyde E. Wildman in Atlanta Addresses.

"The college can best serve the church by convincing those student generations that the pilgrimage of religious faith from and upon the shared experience of millenniums past, yields to no other enterprise of life, of usefulness and of reason, in the dignity which it gives to the human spirit and the devotion it dares claim from rational and honest minds."—Chancellor Joseph M. M. Gray, The American University, Atlanta Addresses.

Church colleges need students capable of the highest scholarship but with capacity for moral excellence and ethical leadership, capable of social passion and therefore of being dynamic personalities in any community and profession. Such students can outlive the world and enable a college to find her destiny.

—Dr. Oscar F. Blackwelder—"The Church's Responsibility for Higher Education"—Christian Education, October, 1937.

# Our Christian Colleges

## Are Best Known by Their Fruits

A regular feature honoring representative young alumni and alumnae of Methodist colleges. Nominations are invited from our colleges or from any friend of Christian education

Presenting
NANCY STEWART
Wesleyan College, 1929
Home Address: Macon, Georgia



The University of Paris in 1935 conferred its degree Docteur de l'Universite upon only one woman, an American from Georgia, Miss Nancy Stewart.

She is one of the youngest candidates ever presented for this degree at the university, and she received it with the designation "honorable," a distinction rarely granted.

Just six years before this, Miss Stewart was graduated from Wesleyan College, Macon, also with honor. She was a major in French, an officer of the senior class, a talented violinist, a member of the Macon Symphony Orchestra.

Between 1929 and 1935 she received the M.A. degree from Emory University, met the residence requirements for the Ph.D. degree at Columbia University, traveled and studied in Spain, Italy, and France. While at the University of Paris she held a fellowship of the Institute of International Education.

Miss Stewart is on the faculty of Mercer University. She has taught in the summer school of Bates College, and in the French department of Wesleyan College. She is chairman of the Modern Language section of the Georgia Education Association. During recent months she appeared on programs of this association and of the South Atlantic Modern Language Association, and was the author of an article published in *The Romantic Review*.

It sounds incredibly learned, yet it would be impossible to imagine a person less the traditional scholar in appearance, less impressed with the importance of her own accomplishments. She gives generously of her time and talents to the community, is frequently a speaker on the programs of cultural clubs, is a member of the Quill Club and critic of the Macon Writers' Club.

